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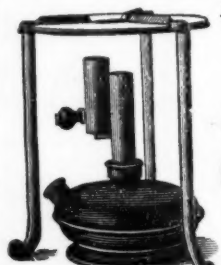
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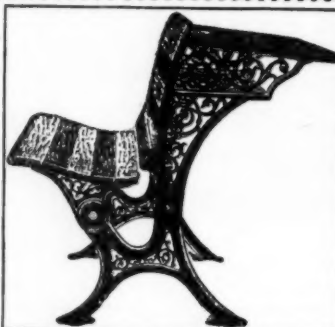
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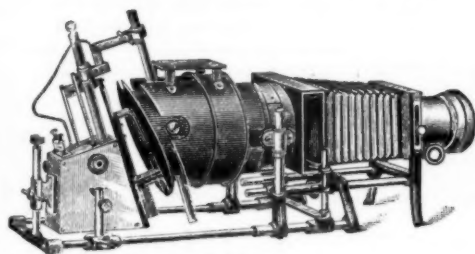
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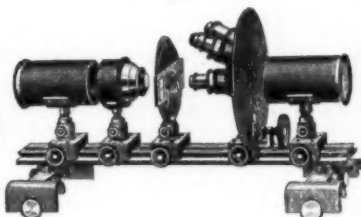
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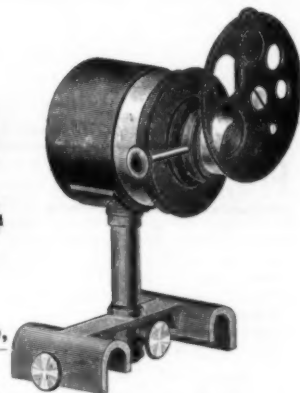
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. L.

For the Week Ending June 1.

No. 22

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The business department of THE JOURNAL is on another page.

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## The Old Way.

By C. B. OSGOOD.

A visit was paid to a primary school lately, and the teacher was found with a class before her of forty little girls. Each had a First Reader; they had come to school for the first time last September; they were intelligent-looking, but were not happy in the task before them. Requiring the teacher to continue her work, I sat down.

"Begin, Mary." Mary rose and held her book close to her face and began to put her little mind on the curious characters before her. "Well, why don't you read?" Evidently she could not give a name to the combination of characters. "Spell it." (P-l-e-a-s-e.) "What does that spell?" No answer from the child. Another was called on and the name given.

Then Mary sat down—they each had a word—it was a new lesson and they were "picking out the words." The next girl rose; she put the book close to her face also; I felt it was because of the intense effort to get some meaning out of the curious forms before her. This pupil paused and gave no sound. Then the teacher said, "Spell it." (S-i-r.) "Well, what does that spell?" The pupil started off with *s*, but paused and the teacher said, "Sir."

Thus the lesson went on for about twenty minutes; the children put down their books as if exhausted somewhat. It did not seem to me that they had acquired interest or power. If they had good memories they might remember how the combinations "please" "sir," etc., were to be pronounced. But I doubted whether a child who saw the "please" in the book associated it with the "please" she used in her conversation at home. It appeared to me that the words stood before them as so many puzzles; they knew the names of the elements, but the names of the combinations were puzzles—or partial puzzles; and when they could pronounce "please" they still attached no meaning to it that was connected with other facts accumulated in their heads.

I do not propose here to discuss the teaching of reading. I felt, it is true, that the teacher did not understand how to do this expeditiously and pleasantly: she would get the class so they could utter the words in the book after considerable time, but the utterance did not stand for anything there. I recalled how I went to school and how I learned to say "one-ery, two-ery, ick-ery, Ann; fil-esy, fol-esy, Nick-olas, jan, etc., and how I repeated these words over with no consciousness

of any meaning attached to them. So I believed the children in that class did to the words in their lesson. After days and weeks of drilling they learn to attach meaning.

To teach reading is difficult if there is not a philosophy of the plan of learning to guide the teacher. It is the same with figures, though here the fewness of the characters and the law of combination being more evident the operations are more easily learned.

The child deals with the concrete for many years; these children would have been happy and delighted with some concrete occupation. If a bird had flown in, the teacher could not have retained the attention to the books. The old way, followed by this teacher, was not only wasteful of time, but failed to use and develop the power of the children. There was an immense power waiting use and development in those children.

This visit recalled one paid to a school when a man made it a specialty to teach reading rapidly. In a week's time he had the children so they would read at pretty stories printed in words of one syllable—that is he interested them to try to find out what was said in the books. He used diacritical marks somewhat and marked the letters with a pencil. He had surprising success.

The "old way" is extensively followed yet, according to my observation. The "old way" did not consider the pupils' way of learning; that was its chief defect; it merely undertook to get the child to be able to read; this took a long time. I concluded from this visit, as I have from many others, that learning to read by the "old way," and all other similar teaching, in a measure really hinders the development of the mind.

The *School Journal Annual* issued yearly by the publishers of THE JOURNAL will be issued in June. One of the valuable features will be a symposium on the correlation of studies. Among the contributors will be Dr. J. M. Rice, of the *Forum*; Dr. Frank M. McMurry, dean of the Buffalo University School of Pedagogy; Dr. Edward G. Buchner, professor of pedagogy in Yale university; Dr. Bliss, professor of experimental and physiological psychology in the New York University School of Pedagogy; Supt. Gilbert, of St. Paul, Minn.; Dr. Elmer E. Brown, professor of pedagogy in the University of California; Professor Wilbur S. Jackman, of the Cook Co. normal school; Professor M. V. O'Shea, of the normal school of Mankato, Minn.; Dr. W. T. Harris, and Inspector Rooper, of England. The veteran educator, Dr. Zalmon Richards, will contribute an article on the history of the National Educational Association. It will be an invaluable number for the progressive teachers of America. These "Annuals" are looked for with great interest.

The concluding article of the discussion of the question, What Chief Consideration Shall Determine the Course of Study? intended for this number, will appear next week.

## Some Errors in Teaching.

(The following condensation of the first of a series of lectures on "Practical Pedagogics," by Professor Andrew P. Montague, A. M., Ph. D., dean of the Columbian college, contains some very practical suggestions. The lecture is published in full in the first number of *The Epoch*.)

One thing that has done the profession of teaching much harm is that many enter upon the work who are unfitted for it, and take it up as a stepping-stone to something else. To teachers of this kind the school-room is a place of torment, the pupils instruments of torture, and the only welcome sound is the signal for dismissing school. Another cause of obloquy to the profession is its adoption by those who have tried medicine, law, journalism, and sundry other things to make a living, and have failed. People of these two classes are not always unsuccessful. Now and then one attains gratifying results and is successful in the classroom. This, however, happens but rarely. It may be laid down as an axiom that only the man or woman who enters the teaching profession with the purpose of continuing in it, with the intention of winning success, and with sufficient strength of character to carry out this intention, makes the true teacher. Of course failure may come to such as these; but failures, like rare diseases, are sporadic in the case of teachers who purpose to be teachers.

There are certain gross errors into which young teachers are apt to fall, and from which many old and otherwise excellent instructors never emerge; against these I wish to caution teachers.

In the first place they should never handle with their classes a weapon, keen and effective it may be, but one whose use is unwise, unfair, and often, in the end, productive of more harm to the person who wields it than to those attacked, namely, **SARCASM**. To the teacher of keen wit and brilliant powers the temptation to use the sword of sarcasm is almost irresistible. But its use may lead the teacher, almost unconsciously, to direct it against those who least merit it and who, thus wounded, retain for years a silent, sullen, brooding resentment against him who has caused them humiliation, and the bond of sympathy, which is most desirable for the best results, is broken forever.

In the second place I would advise the teacher never to go unprepared before his class, trusting to chance to pull him through any difficulties that may come. It is better, far better, not to meet the class at all than to meet it and come to grief through ignorance of some part of the work assigned. This *unpreparedness* is an error more common to teachers than any other that they make. They owe it to their conscience and to their pupils to obtain full mastery of the lesson.

In the third place, absolute candor is indispensable. Should a question be asked, the answer to which is not clear to the teacher he should not through fear of seeming not at home in his subject, guess at the solution of the problem, or by mere wordiness enter a labyrinth whose mazes lead him and his pupils everywhere and nowhere. It is better for him to frankly say that he does not know, but that he will find out and give the class the benefit of his researches. The mistake here hinted at most frequently, is the result of an unprepared condition on the one hand and, on the other, of attempts which pupils often make "to catch" the teacher. But it not seldom happens to those most sedulous in preparation.

In the fourth place I should caution the teacher against frequent consultation of his watch or the clock during a lesson. If the pupils notice this they will begin to believe that the teacher finds the hour tedious, and the result will be that some of them will drop into mischief, while others will lose all interest in the subject. To give a class enthusiasm, the teacher must be interested himself.

In the fifth place, when writing for classes or when talking to them, the teacher should write in his

best style and talk in his happiest vein. He must not think, because they happen to be younger than he is, that they are unappreciative, over-fond of nursery rhymes, or enamored of a one syllable, "Robinson Crusoe" style. The most difficult audience in the world is a collection of brainy, bright, quick-thinking boys and girls. Older people will pardon errors of this kind; they will say that the young teacher will know better after a time; but the pupil is quick to be interested, quick to be scornful when he is treated as a child; he is critical, slow to show mercy, and suspicious of any attempt upon the teacher's part to come down to his level. The teacher must avoid walking in the same path with him, but give him his hand and help him to a higher plane.

In the sixth place, the teacher should endeavor to answer with clearness and patience, all legitimate questions, remembering that what is plain to him, may be dark to his pupils. Often an impatient reply from the teacher is to a nervous, timid student like the cut of a lash, and is usually the means of debarring him or her from ever seeking again information from the teacher. But in this connection there is need of watchfulness on the part of the teacher. It sometimes happens, and it will happen again, that several members of a class may not study the lesson, and, fearful of being marked low, they devise a scheme for shutting off the recitation, by drawing the teacher from the path of a stern examiner, into the (to them) easier road of a prolix expositor. The instructor is asked, O, so politely, to explain some point which the class may understand about as well as he does; he does not know this, however, and pleased that he is requested to talk, he goes off into a long explanation of Latin "Indirect Discourse." He looks into bland, delighted faces, and imagines that he is most instructive and interesting. Are the students *always* pondering deeply the words of explanation? Frequently their brains are teeming, not with delight at enigmas solved, but with reminiscences of last night's party, or with glad anticipation of some amusement. In such cases, the teacher's impromptu lecture is about as indirect in reaching its end, as ever the Roman discourse was.

In the last place, the teacher should strive heroically to keep his temper, avoiding even righteous indignation, or rather the expression thereof. There is nothing, perhaps, in the whole cohort of dangers that will menace the career as a teacher as much as the temptation to be angry. The constant effort must be to draw the line between sternness—which is often necessary—and anger which is ever unfortunate.

Thirteen or fourteen years ago the "Quincy experiment" attracted very great attention in the educational world. Col. F. W. Parker attempted to have the teaching done in that little suburb of Boston according to educational principles; it had hitherto been done so as to produce an ability to stand an examination. It became necessary for him to unfold his plans; his lectures at Martha's Vineyard were published under the title of *Talks on Teaching* and had an immense sale.

Ten years went by and Col. Parker began to lecture at Chautauqua on the underlying principles of teaching; these were published last year, and while they will not attract as large an audience as the first book the *Talks on Pedagogics* cannot but attract thoughtful readers. It represents the lectures given his classes at the normal school he has superintended at Englewood (Chicago) during the past ten years. It is a volume that cannot be read through in one sitting, but, like Page's "Theory and Practice of Teaching" it must be studied sentence by sentence. The *Times* says: "It is written for those who enter heart and soul into the noblest, most wearing, and least appreciated of all callings. The author has devoted a life-time to the subject and has made the pupil an object of the closest study."

## Editorial Notes.

The question of religious teaching is discussed by Lyman Abbott in the *April Century*. He says: "The public school is a moral institution; no one but a person of a profoundly moral nature has any right to appointment on the school board as a school teacher; moral power is the first requisite of the school teacher, and his liberty to use moral power in inculcating a spirit of reverence for law and a spirit of self-sacrifice must not be restrained but encouraged." He then suggests that by experiments a way may be found to give religious instruction in the school-rooms out of school hours not by the school authorities, but by their permission, so as not to interfere with the school studies.

How many men who are supervising—have two or twenty assistants—could stand the ordeal of having the board of education propose an examination by some man who had a moderate knowledge of the theory of education? For example, an essay was lately read by a kindergarten on "Development Toward Manifoldness;" it was well stated and illustrated. Suppose the supervisor should be asked to instruct his primary assistants concerning this theme, how many would be able to do it? It is the ability to consider such themes that distinguish the New from the Old. The Old merely looked at the child as one sent to him to be made to know certain facts; the New considers the child as a being with inherent tendencies—these he is to understand and foster.

It is estimated that one teacher out of ten this year will be found in some sort of a summer school—that is, that 40,000 will be prepared for school-room work in schools outside of the normal schools. These summer schools are collegiate, high, elementary, or kindergarten in structure depending on the students; some last a month, some two months. Some are merely "drill" schools, where young men and women are quizzed so as to pass an examination by the county superintendent; they desire to teach next winter if possible. Some are pedagogical schools of the highest degree of merit; these draw together teachers who desire to know the underlying principles. Some are purely scientific, where the aim is to learn the use of apparatus.

A former county school superintendent who had gone into business was lately met. He remarked: "If I could only work out the reforms needed I would gladly go back to superintending school." Is not this feeling, the desire to be of benefit to others, the one that holds many teachers in their school-rooms, although they could get more money by other labor? And is it not a fact that a large number of principals and superintendents are saying to themselves, "The way things are done here is not the right way, and I am powerless to prevent it." And do not many yearly leave the work because the way things are done is so wholly against the best interests of the children that they cannot be partners with it.

A member of a school board has written a long letter deprecating the criticisms THE JOURNAL has made concerning this class of people. He tells of the time he

has given during his four years of service in attending meetings and of his visits to the schools. It is a fact that there are many men serving on school boards whose only thought is the welfare and improvement of the schools; happy is the teacher when he can count one or more of these. But it is also a fact that every school board has one or more members who bestow the places on other grounds than the welfare of the school; these men are smart enough to control the rest of the members. Then again the direction of a school is a different affair from what it used to be; it demands scientific thought and oversight; but most school boards don't know this.

The effort to abolish the ward boards in this city failed this year, but it will come up again; it is a movement that is bound to win. The *Pittsburg Press* says: "The city of Philadelphia is endeavoring to make more changes in school matters. Senator Porter introduced a bill in the senate absolutely abolishing the ward boards and putting the direction of school matters in a central body. The advocates of the bill in Philadelphia say that ward or sub school boards may do well enough for rural districts, but that Philadelphia has had enough of them." The purpose of school legislation should be to get them out of politics and make them what was intended by their founders.

What shall be the means? The classical teacher says, Search for the greatest and best in preceding human attainment. Latin and especially Greek have been studied for the vital contact they give with the living men who thought in Latin and Greek. Now this limitation to one of the three great subjects that man must consider has, by great effort, been broken through. Nature, Man, and God are the subjects for study. The classic teacher is so delighted with the way the Greeks expressed themselves that he wants the young man to consider nothing but the aspiration for spiritual illumination and enlargement found in their language. But the young man can do better; it is modern thought he needs; affairs of to-day can only be understood in the light of modern discovery.

A pretty good place to obtain an idea of the state of mind, at least of the teachers, of a town, is where educational literature and supplies are kept. Let one go to Boston Saturday and he will find a store like Mr. Hammet's thronged by teachers from both public and private schools; the same is true of Chicago; it is not true of New York. The same books, pamphlets, periodicals, apparatus, materials are found in the latter city, but there is not the same interest in examining them. Various reasons may be assigned, but one exists.

Do the public schools exert a strong moral influence? This is the great question. There is a distinct spirit of anarchism building on the mass of ignorance (mainly imported); there is a distinct spirit of lawlessness; there is political rottenness, our politics being run for the money to be gained; and we are doomed if the public schools fail us. They must turn out boys and girls who aim at righteousness and who prefer it to wealth and power. Each teacher must say, "My pupils shall be earnest, honest, upward-striving, industrious, intelligent men and women."



The "Fifteen" Report" has set a good many superintendents to thinking—something they never did before—on the question of the subjects, their time and place. Heretofore, in the first stage there was a rough marking out of reading, numbers, geography, grammar, and penmanship for the children; in the second stage, history, drawing, physiology, physical training, composition, manual training, have been wedged in against protest; the way they have been tacked on to the old course has made it look like a bed-quilt.

There is an evident waking up of the superintendents; some of them look at the course proposed by Dr. Harris with astonishment. They don't see how they will get time to undertake all the things in it; and they won't if allowed to have their way. The need of instruction will be felt. A school especially for superintendents will be found needful; the New York School of Pedagogy has given much time this past year to the discuss this very subject of courses of study for the primary school. It is rising to be the great question.

The decision of the Supreme Court that the Income-Tax law was unconstitutional will be read by a good many more teachers than if made ten years ago; if made twenty-five years ago, only a few men would have been interested enough to have considered it. This indicates the progress of the study of current news in the school-room. As to the law itself, while

four out of nine of the judges were in favor of some form of the law, it may be asserted that most of the best legal minds in the country agree with the five judges.

The Constitution explicitly says "No direct tax shall be laid unless in proportion to the census or enumeration." That is, if congress shall decide to raise fifty millions a year by direct tax, it must be laid proportionately to the people; a state that had six millions of inhabitants must pay twice as much as one having three millions. The meaning of a "direct" tax was agreed to be a tax on land and personal property. This tax was to be collected of persons who had incomes over \$4,000; it was the singling out of a class who were fortunate enough to have more than \$4,000.

It is probable there are a good many persons in this country who want some one else to bear the burden of taxation—the number who have over \$4,000 income is roughly estimated at 20,000—they would like these to pay the taxes. But this is unjust. There are those who want all churches to be taxed that cost more than \$5,000; there are those who would like to have every man that wears a gold watch pay a tax for the privilege, or every man that owns a carriage. All such legislation savors of the years when the Jews were cruelly treated because they were supposed to have money. This country won't be worth much when men are "gone for" because they are richer than others.



From a copyrighted photograph by C. M. Bell, Washington, 1894.

Justice Gray.

Justice Jackson.

Justice Field.

Justice Brown.

Chief Justice Fuller.

Justice Shiras.

Justice Harlan.

Justice Brewer.  
Justice White.

### SUPREME COURT OF THE UNITED STATES.

(From the Review of Reviews for May. By permission.)

It is proposed the salaries shall be determined by the length of service and not by the grade of the class. It is unfair to the painstaking teachers in the lower grades to ask them to forego increased pay because they teach the younger children. Such devotion and such special adaptation to particular grade work should be rewarded by increased pay. The work of teachers in the lower grades is more important in training habits and correcting natural propensities than the work of teachers in the higher grades. The teachers in the lower grades are the instructors of thousands of children who drop out before the higher grades are reached and go forth only partially equipped for life's struggles. It is therefore important that these teachers should be thoroughly capable and devoted to their difficult work. Specialists are required in the lower grades far more than in upper grade work.

Now is the time when school boards who are still bound to the antiquated plan of electing teachers for only one year are discussing appointments. It is pleasant to see such news items in the papers as this: "All the teachers of the public schools of Plymouth, Ohio, of Muscatine, Ia., etc., have been re-elected for another year." It would be still better if it read: "On the recommendation of the superintendent the following teachers were given life certificates entitling them to 'hold their positions' during good behavior and satisfactory service. They have served the schools for two years and in this time have shown themselves worthy of being placed on the permanent list."

Miss Mary Zick had a breezy paper at the Linn county Iowa Teachers' association on the "Bad Boy." There are different degrees; the very bad boy, the boy that swears when he thinks he won't be found out and lies about it when he is; fights every chance he gets; bullies the smaller boys; smokes cigarettes evenings and Saturdays, when you have no control over him; "doesn't like school and wouldn't go if he didn't have to." What will you do with him? Send him home? What good will that do to him? He needs you more than the good, studious boy in whom you delight. You must train yourself to like him. He may not appear in the least degree lovable; he may not possess any traits that appear to your sympathy, but if you search diligently you will find some grain of good in him.

The Philadelphia *News* says that Miss Mary E. Castle has filed charges of incompetency against Miss Emma Davis, principal of the school 19th and Cherry streets. Among those the placing upon the blackboard for her pupils to work upon the following: "How many pecks in three bushels? Eight pecks make a bushel." Xerxes was a great Roman general." Also charging an ignorance of the proper spelling of very ordinary words in the language.

The Terre Haute *Tribune* says: "One thing, however, is certain, that Superintendent Curry will be out and not even a kind thought will be given him by his Democratic friends. The Republicans are anxious to secure the office and seeing the hand of fate against him, Curry is using every influence to get a second hand hold on his pull, a city principalship if nothing more." Glorious system!

Mr. Jewett, according to *Longman's Magazine* in speaking of Thomas Arnold said that the headmaster of Rugby was "too powerful, too strong a man for his position—he stamped upon the boys and crushed them." He said that Dr. Arnold was the reverse of sympathetic, and adds: "If you were in great trouble he would, perhaps, help you more than any one else; but if, as some one suggested, you were a little happy, he would have no sympathy to spare." Arnold said himself that he could never see a group of boys round a fire without seeing the devil among them. Still Arnold was a great teacher. It would be an interesting study for educators to search for the secret of his remarkable influence.

The Baptist National Education Society at its recent meeting at Washington proposed to transform the old Columbia university, if possible, into a national Baptist university.

A statue of Emma Willard, a pioneer in the education of women was unveiled in Troy, N. Y., May 16. The statue is of bronze, with a pedestal of Quincy granite, and represents her in a sitting posture, book in hand.

The golden jubilee of Archbishop Williams, the venerable Roman Catholic prelate, was celebrated in Boston.

The earl of Aberdeen, governor-general of Canada advocates the settlement of the Manitoba school question by establishing both a Protestant and a Roman Catholic school system, each supported by public funds and subject to inspection, the teachers in the latter being Catholic.

THE JOURNAL has often called attention to the need of schools for servant girls; the idea is being adopted in several places.

Allegheny City, Pa., has a manual training school, where boys will be taught mechanical drawing, metal working, electricity, and plumbing, and the girls will be instructed in cooking. The estimated expense of the school, including equipment, was \$25,000.

The Chicago *Evening Post* says school principals are paid \$2,800, the chief engineer \$3,875, the primary teacher the first year \$450. The young teacher, the inexperienced cadet, is put into the primary department where the foundation for the whole superstructure is laid. This is the important work which is confided to the most youthful and least experienced of all the teachers; girls who mean well.

The Indianapolis *Journal* says that F. L. Emory, of Morgantown, W. Va., was selected by Supt. Jones as principal of the manual training school, that he planned the building, &c., but then when all was done Prof. C. E. Emmerich who had been principal of high school No. 2 was put in as principal. The committee having charge of the dedication of the buildings have not put Prof. Emory on the program; though it is admitted by the committee that without Mr. Emory's work the school would not now be in existence. It is not claimed that it was through any lack of merit on his part that he was not made principal of the school, but the excuse is that the position had been promised to Prof. Emmerich before Mr. Emory was engaged; but he was not told of this.

The Burlington, Iowa, school board took off \$2000 from the teachers' salaries this year—cause, hard times. The superintendent gets \$1900.

The Canton *News* says that Supt. Burns, who has raised the schools to a high degree of excellence, is to be dropped because he is a Democrat.

The "Debs Case" has finally reached its end. Mr. Debs and several others were engaged in interfering with the railroads, destroying property, &c., during last summer and sentenced to imprisonment. An appeal was made to the United States courts. To the claim that Debs and his associates were doing everything as heroes, the court says: "It is a lesson which cannot be learned too soon or too thoroughly that under this government of and by the people the means of redress of all wrongs are through the courts and at the ballot box, and that no wrong, real or fancied, carries with it legal warrant to invite as a means of redress the co-operation of a mob with its accompanying acts of violence."

The dreadful circumstances attending the efforts of Debs and his associates to raise wages will not readily be forgotten. Chicago for having a weak-kneed mayor at the time will have to pay six or more millions.

The teachers of Naugatuck, Conn., under the leadership of Supt. Kane, hold weekly meetings. Two subjects that are being discussed at present are Dr. Harris' report on "Correlation of Studies" and "Herbart and the Herbartians." These are large and solid subjects that involve educational foundation principles. Educators must go to the bottom of things. There can be no real progress till they have grasped the fundamental truths of education and are filled with the right spirit. Listening to talks on mere devices and manners of teaching cannot advance them.

The Beverley, Mass., *Times* writes: "Good teachers are in demand and can demand good salaries. There are two things that militate against effective schools. One consists in not hiring the right kind of teachers and the other in not discharging the right teachers." These are solid truths that THE JOURNAL has frequently stated. The people are beginning to wake up. Prof. Shaw, of the New York University School of Pedagogy, said in a lecture recently: "In less than five years the demand for trained teachers will be so great that it cannot be half supplied." And what will those teachers do then who have not attended to their improvement? They will feel like Mother Goose's robin:

"He will hop to a barn  
And to keep himself warm  
Will hide his head under his wing.  
Poor thing!"

There is great demand for really good commercial teachers. The secondary schools of the country are awakening to the needs of the times. Even Yale university has engaged an instructor in business methods. Drexel institute, Philadelphia, is the only institution in the country having a commercial normal department. Mr. Seymour Eaton, who is the director of this department, writes that it is difficult to get a sufficiently large number of first class teachers to take the one year normal course. He has this year three times as many calls as can be met for graduates of the normal department, and at very liberal salaries, too. Teachers who intend to spend a year at school will do well to make a note of this.

There are some people in Oswego, N. Y., who would like to revive the antiquated and abandoned term examination as a test for promotion. The veteran educator of that city, Dr. Sheldon, protests emphatically against the change. It takes a long time to convince some school boards that examinations are never satisfactory tests of the pupils' attainments.

Last year New York spent on her schools \$1,439,709, and Chicago \$6,211,590. New York educated 155,221 children, and Chicago 166,995. New York spent \$28 per child and Chicago \$37, in round numbers. The rate is between three and four dollars per school month per child.



The Dubuque *Telegraph* urges the people to second the effort of the teachers to have a library in each school.

The St. Louis board of education offers to take 4000 of *School and Home* at seventy-five cents, also to pay \$3000 for supplementary reading and apparatus for nature study.

County Supt. H. A. Withee, Jacksonville, Ill., pleads very strongly for uniform text-books. Here is a good held of work. Will some such plan be adopted? We doubt it.

A conference of the Psycho-Manual Training Association was held at Denver. The object is to push forward as far as possible the matter of uniting manual instruction with the pursuit of other studies in the graded schools as well as in the kindergarten and training schools. Superintendent Gove said, "The progress of all great movements is necessarily slow, and though our efforts may seem now almost futile, we must sustain our courage with the surety that the reformation will be accomplished."

The Women's School Alliance of Milwaukee held four meetings last year. One-half of the schools were visited by the alliance, and members also were present at three committee meetings of the school board. One meeting of the council was attended, and in both cases the representatives of the alliance were accorded every courtesy, and their suggestions were listened to. Interest in the alliance, the report states, has grown rapidly, and the same can be said of the membership. Many of the principals of the schools, and some of the teachers, have been opposed to the alliance, but they have discovered during the year that it is working to their interests as well as to those of the children in the public schools.

An important meeting will be held in Boston, May 31. The N. E. Association of school superintendents will gather and hear Stanley Hall and W. T. Harris on the training for superintendency; Miss Sarah L. Arnold and Thos. W. Balliet on testing and training of teachers while in service.

In Dayton, O., a colored boy named Howard, received his "report" and glanced it over and flew into a towering rage, ending by tearing it into shreds and hurling it upon the floor. Supt. White ordered that Howard be chastised. Principal Patterson essayed the task. Howard fought like a tiger, and drew a knife and attempted to use it. He was immediately expelled from the school. There is some talk of instituting a move to send Howard to the reform school, where his dangerous temper can be curbed.

The principals of the Cincinnati schools declared by resolution that they were opposed to popularity contests. The occasion for introducing the resolution was the proposed voting at the Humane Bazaar for the most popular principal in the city. Supt. Morgan agreed with the principals that these contests were detrimental to the best interests of the schools, and said that at the time of a former contest several teachers had to be reprimanded for neglecting their duties and spending their time soliciting votes.

In Naples, Me., there is a split in the board of education and they have two superintendents. Both have engaged teachers for the spring term. Supt. Rounds had the keys, but Supt. Clarke instructed a washerwoman to break in the door. She did so, and the school-house was cleaned twice.

Prin. Edward Smith, of Syracuse, has been fifty years in the public school service. On May 17 the anniversary was celebrated by a banquet in his honor. Mr. Smith is seventy-seven years old and is still hale and hearty.

There seems to be a universal protest against the bill now in Governor Morton's hands concerning increased instruction in psychology and hygiene with special reference to the nature of alcoholic drinks and narcotics. All the normal school principals, the city superintendents, county commissioners, and many principals of schools are wholly opposed to it. They unite in saying the pupil must give his time to something else besides the temperance cause.

There is a movement on foot in Brooklyn to arouse public sentiment in favor of art decoration and ornament in the schools. Mr. Goodenough, the supervisor of drawing at a meeting which is spoken of in another column appointed a committee to take the matter in hand. This committee is composed of A. Augustus Healey, J. Frederick Hopkins, William H. Goodyear, Prin. W. A. Campbell, W. H. Ingersoll, Frederick J. Boston, Mrs. Leroy Lewis, Miss Mary Johnson, Miss Amy C. Reddall, and Prin. Robert J. Pattison.

Dr. Ernst Richard, principal of Hoboken academy, lectured May 25 before the students of Dr. G. Stanley Hall at Clark university, on the "School Systems of Great Britain and Ireland." Dr. Richard has made an especial study of European school systems, and is the author of a few pamphlets bearing on this subject.

## Summer School at Jena.

Those who wish to attend the summer school at Jena will find it to their advantage to join THE SCHOOL JOURNAL party. By addressing Mr. H. S. Kellogg, in care of THE JOURNAL, further information may be obtained.

The summer school at Jena offers three groups of courses: I., natural sciences; II., hygiene, psychology, and pedagogy; III., language courses, literature, and history. These courses begin August 5. Groups I. and II. will be closed August 17, group III. one week later.

All American teachers who attend the school will want to take the courses in group II. Professor Rein has charge of the pedagogical course. He will present in outline the doctrine of educative instruction with reference to its ethical and psychological foundations. Physiological psychology will be taught by Professor Ziehen. Among the topics of this course are the following: Parallelism of physiological and psychical processes; outline of the latter; theory of sensations; Weber's law; theory of the tones of feelings and affections; theory of memory images or ideas; laws of the association of ideas; attention; conception of the ego; theory of actions; reaction time; expression movements; will powers. The courses of Profs. Rein and Ziehen are open to all teachers, male and female, that in school hygiene only to men. Professor Gütner has charge of the latter course. It will include the following topics: contagious diseases of school children; school diseases; situation and planning of school-houses; lighting, heating, and ventilation of schools; arrangement of school-rooms; desks; hygiene of instruction.

Those who wish to learn German will take the course of Rector Scholz. It is an elementary course especially provided for foreigners. The aim is to aid students to gain facility in oral and written expression of thoughts in simple form. The principal means to the attainment of this end are numerous and systematically arranged language exercises. All lessons will almost exclusively take the form of German conversation; grammatical exercises will be connected with the matter previously read and discussed. The course comprises eighteen hours, one every day, and six excursions closely related to this instruction. Observation forms the basis of the exercises in speaking, Jena and its environment furnishing the material. Where observation is impossible, recourse will be had to explanation with the aid of the already acquired language material, or if this is found too difficult, a simple translation will be given. Written exercises in translation are excluded. The excursions will acquaint the students with the beautiful surroundings of Jena. A trip to Weimar is proposed for the end of the course. At Weimar the Schiller house and the National Goethe museum will be visited.

Dr. Rausch will conduct the course in German language and literature for advanced students. The classical places in Weimar and Jena will be visited. Aside from these visits two excursions to the Wartburg and the Schwarzburg will be arranged.

"History of governments in the Eighteenth and Nineteenth centuries, with particular reference to the development of the international political life" is the subject of the course presented by Professor Brückner. Topics that will be discussed are: History of the Idea of Government and the Development of the System of States; The Great Powers; International Conflicts; General Political Questions; Political Progress.

The natural science courses are open to men only. They are intended for teachers who have had university training or are engaged in normal school work. Foreigners are admitted to all the lectures. Among the instructors are Professors Detmer, Auerbach, and Schaeffer, and Drs. Knopf, Straubel, Drüner, and Gänge.

### EXPENSES

Registration fee is \$1.25 (5 mark); the fee for each course in groups I. and II. and Professor Brückner's course is \$3.75 (15 mark); for each language course (18 hours, six excursions), \$7.50 (30 mark).

Room rent amounts to about \$2.50 per week. Good board, including room rent, can be had for \$6.00 per week.

Those who wish to attend the summer school should address either Professor Detmer or Professor Rein.

The summer school committee consists of the following members:

**United States:** President G. Stanley Hall, president of Clark university, Worcester, Mass.; Professor Elmer E. Brown, of the University of California; President Charles De Garmo, of Swarthmore college; U. S. Commissioner W. T. Harris; Dr. Frank McMurtry, dean of the Buffalo University School of Pedagogy; Prof. E. J. James, of the University of Pennsylvania; and Col. F. W. Parker.

**Canada:** Professor G. E. Shaw, of the University of Toronto.

**England:** Miss Dorothea Beal, principal of Cheltenham Ladies' college; and Dr. J. J. Findlay, of the College of Preceptors, London, and Secretary M. E. Sadler.

**France:** General Inspector M. Jost, of Paris.

**Denmark:** Director A. Paulsen, of the People's High School of Ryslinge; Miss Kristine Frederiksen and Dr. Hermann Trier, of Copenhagen.

**Sweden:** Dr. E. Schwartz, Dr. G. W. Lagerstedt, and Miss Anna Sand-



strom, of Stockholm; Professor Har. Hjärne, of the University of Upsala.

Norway: Professor J. M. Vold, of the University at Christiania.

Hungary: Professor Ka'rma'n, of the University of Budapest.

Switzerland: Dr. Th. Wiget, principal of the Teachers' Seminary at Rorschach.

Germany: Miss Helene Lange, of Berlin, and Professors W. Detmer and W. Rein, of the University of Jena.

### Address by Dr. Fitch.

#### BEFORE THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

The seventh annual conference of this guild was held at Birmingham during the week ending April 27. There was a large representative gathering to witness the installation of Dr. Fitch as president for the ensuing year, and the company listened to his inaugural address with an attention worthy of the occasion.

In the course of his address Dr. Fitch sketched an outline of the state's interest and solicitude in national education, setting forth especially the stage to which we had reached in the field of popular education, and of course Dr. Fitch with his upwards of thirty years' pioneer work in the education department has been an active instrument in this development. On the whole he thought they might perhaps reasonably congratulate themselves that the English plan of primary education, though full of theoretic anomalies, was serving its purpose well. It had at least enabled them to escape from one form of religious difficulty which disturbed the calculations and restricted the influence of statements in other countries, as, for instance, France. There was not one of the churches which stood aloof from the education department, and there was no primary school which did not receive aid from that department and fulfil its conditions. Schools of different types were recognized as integral parts of the national system, and public aid was distributed on conditions which had been formulated in a spirit of compromise and which had in time adapted themselves to the habits, the traditions, the history, and the religious convictions of the community. What, then, having due regard to the idiosyncrasy and genius, the past history and traditions, and the composite structure of English social life, was the form in which corporate and imperial influence might wisely be made available in England for the better organization of public instruction? We could not answer this question simply by finding out what system had been successfully adopted in other lands, still less by a servile reproduction of those systems. Taking, for example, the highly organized system of education in France, Dr. Fitch gave some reasons for thinking that it would not suit the soil of England, especially the enforcement of syllabuses and programs by government authorities and the prescribing of books for use in public schools were pointed out as being unsuited to the needs of English teachers.

In the course of his fundamental address Dr. Fitch touched on the burning question of the payment of teachers by the state as recommended by the archbishops' committee, reviewed in a recent number of THE SCHOOL JOURNAL. The learned doctor said a remarkable proposal had of late been put forward by eminent ecclesiastics, whose opinions deserved the highest respect, to the effect that there should be an imperial grant out of which uniform salaries should be paid to all elementary teachers alike whether of board or of voluntary schools. He could scarcely believe that the advocates of this scheme had taken much pains to forecast its probable results. No doubt it would be an immediate relief to those who now subscribe to voluntary schools, and would enable them for the moment to escape from some anxiety. But we should then find ourselves in a wholly unprecedented position. The state would fix and pay the salaries of persons whom it did not appoint, and whom it could not easily displace. Local and religious bodies would retain the power to choose or dismiss their teachers and determine the character of the religious and other instruction, and would cast the whole burden of providing the salaries of their teachers on the central government. Such a system did not, as far as he was aware, exist in any civilized country in the world. It was hardly to be conceived that it could be found workable in England for long. Incidentally it would have some consequence not visible at first sight. It would give to all teachers—good, bad, and indifferent—the same salaries, provided that they had the same number of scholars. It would go far to obliterate all distinctions of merit, to make the promotion of good and skillful teachers difficult and deprive them of some of the strongest incentives to exertion. It would take the interests of the teachers out of the hands of the local body which knew them into the hands of a central and impersonal bureau which could not possibly know them well. Finally, it would lead ere long to the complete extinction of that local management and of the voluntary system. Whatever happened he trusted that the members of the Teachers' Guild did not look forward with any pleasure to becoming stipendiaries of the state.

Dr. Fitch in speaking thus undoubtedly represents also the feeling of the practical educationists of the day concerning the

archbishops' suggestion, and the voluntary party must still go in search of an acceptable scheme. But there is only one acceptable scheme possible, *i. e.*, agree on the religious question and set up universal, rate-aided schools board schools.

### Spending the Vacation Abroad.

(Continued from May 11.)

THE JOURNAL has in previous issues described a vacation tour in Scotland and England. One party has already been formed.

Without the side trips the total cost of this trip of over six weeks is only \$1.95, which seems a marvel of cheapness. This not only allows for a trip from one university town to another but gives several days in London besides. Both Cambridge and Oxford are delightful centers from which to radiate in search of new and delightful sensations. Not far from Oxford are the famous seats of Woodstock and Blenheim. Woodstock Manor was an early residence of the English kings, but no trace now remains of the palace built by Henry I. Edward, the Black Prince, was born at Woodstock in 1330, and here Henry II. constructed the bower in which he concealed Fair Rosamond. The Princess Elizabeth was confined in the gate house for some time by her sister, Queen Mary.

Chaucer was at one time a resident in Woodstock and Sir Walter Scott has immortalized it in his well known romance of the same name. Blenheim park containing the magnificent palace of the Duke of Marlborough is near Woodstock. It will be recalled that the present Dowager Duchess of Marlborough was formerly Mrs. Hammersley, of New York city, and the place therefore has a special interest for Americans. The park is about twelve miles in circumference and is stocked with deer. The gardens are very extensive and attractive and contain temples, cascades, fountains, etc. It is said that the present mistress of Blenheim has spent within the past few years several hundred thousand dollars in restoring and beautifying the place. The park is always open to pedestrians and the house and grounds are shown on certain days of the week.

About 2 miles to the south of Oxford, beyond South Hinksey, lies Bagley Wood, a favorite point for short walks, especially when it wears its autumn livery (permission necessary). The walk may be continued to Abingdon; or one may turn to the left at the end of the wood, cross the Thames at Sandford Mill, and return to Oxford by Littlemore (of which Newman was chaplain) and Ifley. The last-named village, which affords a good view of Oxford, possesses an interesting Norman church. This is a round of about 7 miles.

About 6 miles to the west of Oxford lies Stanton Harcourt, the ancient seat of the Harcourt family, reached by a pleasant walk passing Cumnor and Bablockhythe, where is crossed the "stripling Thames" by a ferry. The old manor house was built in the reign of Edward IV. and contains a room in which Pope spent two summers. The curious old kitchen, which still remains, has been described as "either a kitchen within a chimney or a kitchen without one." Pope, who wrote most of his "Iliad" here, has given a playful and picturesque account of Stanton Harcourt in one of his letters. Near the village are three large stones known as the Devil's Quoits.—Cumnor Hall is known to all readers of Kenilworth and friends of the unfortunate Amy Robsart. The church contains the tomb of Anthony Forster, with a highly laudatory inscription.

Shotover Hill (600 ft.), 4 miles to the east, commands a fine view of Oxford and its environs. It was a favorite resort of the undergraduate Shelley. About 1½ miles farther is Cuddesden, with the palace of the Bishop of Oxford and a large theological college.

A pleasant walk of 9 miles may be taken along the east bank of the Cherwell to Islip, Oddington, and Charlton-on-Otmoor. The church of the last named contains a fine rood-screen of carved oak.

Archeologists should pay a visit to the "British Village," near Standlake, about 7 miles to the southwest of Oxford. A little to the east of Standlake, is Gaunt House, an interesting moated dwelling-house of the 15th century.

Excursions may also be made from Oxford to Dorchester, Wantage and the Vale of the White Horse, Wychwood Forest, Buckingham, etc.

Boating on the Thames is a very favorite recreation at Oxford, two of the favorite points for excursions being Ifley and Nuneham. Another river resort is Godstow Nunnery, two miles above Oxford. The building dates from the 12th century, but the ruins are very scanty, and their chief interest arises from the fact that Fair Rosamond was educated here. About one mile to the west of Godstow is Wytham Abbey, an Elizabethan mansion on the site of an early religious house. Visitors to the country round Oxford should be familiar with Matthew Arnold's "Thyrsis" and "The Scholar Gypsy."

In another paper we shall have something to say about the Oxford itself.

### Art Instruction in the Schools.

On May 16 a meeting in the interest of art education in the public schools was held under the auspices of the Brooklyn Institute in the Art Building. Mr. Walter S. Goodenough, supervisor of drawing in the Brooklyn schools, presided. The subject discussed was, "Should Grade Teachers be Required to Draw and Teach Drawing in the Public Schools, or Should Special Teachers be Employed for this Work?"

President Goodenough, in his introductory remarks called attention to the fact that the meeting fell upon a day which marked the twenty-fifth anniversary of a very important event in the history of drawing in the public schools, namely, the enactment of a law in Massachusetts making it one of the required branches of instruction.

Supt. Virgil I. Curtis, of New Haven, was the principal speaker. He said that there was a time when he would have dismissed the question of art in the schools with an "of course," but certain developments had caused him to have more interest in the question. He contended that drawing was as necessary in the schools as any other study, and he took no stock in the idea that the time spent in teaching it was robbing the child of much more needful instruction. The need of skilled labor was ever pressing, he said, and the failure to produce it had been the cause in the past of a great deal of the trouble that had been assigned to other causes. Industrial education had become an absolute necessity and drawing was one of the leading studies. Supt. Curtis said that in the old days teachers who had had the advantages of normal schools had not been taught drawing and it was necessary to engage special teachers. The drawing teacher passed from room to room and gave brief instruction while the regular teacher looked on. But the evolution of public school education makes it necessary now for the regular grade teachers to give instruction in drawing just as they do in reading, writing, and arithmetic. The teacher may say she has not the taste or faculty for this work, but she can develop it in a sufficient degree for the purpose. The cost for special drawing teachers in our city public school system now would be enormous. Every teacher should seek to place herself in full sympathy with her pupils, and how can this be done in the case of those whose natural bent is toward drawing and kindred branches unless the teacher is familiar at least with its principles? It is true that special teachers may be needed in the high schools and schools of the higher grades, but below the seventh grade drawing should be taught by the regular grade teachers. There should be a supervisor of drawing whose duty should be to instruct the teachers and suggest improvements upon their work in the classes.

Col. John Y. Culyer, chairman of the committee on drawing of the board of education, said that he thoroughly believed that art instruction should be given in the schools. He thought, despite the fact that the board of education in remodeling the course of study devoted attention to an arrangement of the work by which drawing might be introduced more fully in the curriculum, its real importance was underestimated by the school commissioners. He suggested that it would be a decided advantage to the class teacher to give herself what instruction is to be given in drawing, particularly in the lower grades.

Prin. Almon G. Merwin, of School No. 74, said, "The time is past for objections to stand in the way of drawing in the schools. Experience has shown that many Brooklyn teachers, with little knowledge at the outset of drawing or how to teach it, have been converted into interested and efficient instructors in this branch of school work. The pupils like it. Drawing gives training to the eye, to the hand and to the mind. Its value, in short, is paramount." Dr. Merwin believed that class teachers should teach the drawing.

Two of the principals present gave evidence that Dr. Merwin had made a miscalculation when he said that there are no objections to be made to drawing as a school study. They attacked drawing in a way that showed plainly that they had never been in sympathy with the work. But, to the credit of the many Brooklyn teachers in the audience, it must be said that the remarks of these two gentlemen did not meet with favor. The general impression was that the speakers were not up to date in their views on the question as to what constitutes a public school education. Fifteen ago their speeches would probably have been received with more approval.

Miss Shattuck was called upon to speak of the real value of art in the schools. No further reply was made to the protestors at the meeting, but next day the Brooklyn *Eagle* came out with a strong editorial in favor of drawing in the schools. The article is too lengthy to quote, but the closing paragraph may give an idea of its tenor. Here it is:

"If the school authorities, instead of trying to abolish drawing from the curriculum, will try to increase their interest in it, and make a closer examination of the methods used in teaching it, and will be, perhaps a trifle more liberal in expenditures to secure good service, it will be for the advantage of all concerned."

### Colorado.

The Colorado State Science Teachers' Association held its first meeting—since its organization in December last—in the Denver manual training high school last month. There was a large attendance of teachers of science from all parts of the state. The work of the meeting consisted mainly in hearing and discussing the reports of four committees which had been appointed to consider science courses in high schools and science—or nature study—in the elementary schools. The reports called forth prolonged and spirited discussion. Most of the recommendations of two of the committees were approved by the association. The remaining reports will be more fully considered at the next meeting, to be held on June 1.

Action was taken with reference to the N. E. A., and an effort will be made to induce the science teachers of the country to attend the meeting in July with a view to secure better recognition than has yet been given to this department in the National Association.

While organizations for the promotion of investigation in the various departments of science are to be found in nearly all parts of the country, it is believed that this is the first attempt—in this country—to organize for the promotion of the pedagogical side of the question. The tendency of the times appears to be in the direction of an increase in the time to be devoted to the study of nature and of the natural sciences in the schools from the lowest grade to the highest. It is the object of this association to assist in the attainment of better methods of instruction in this field.

Greeley, Col.

A. E. BEARDSLEY.

[It is expected that a large number of science teachers will attend the Denver meeting. Co-operation with the plucky Colorado association along the line indicated in the above report will greatly benefit their cause. An encouraging letter to Mr. Beardsley would, no doubt, be much appreciated by him.—E.D.]

### N. E. A.

The meeting of the National Educational Association at Denver will offer an unusual opportunity for all persons to visit the West this summer. They can go and return at half rates if they pay \$2.00 at the railroad office to become members of the association. The editor of THE SCHOOL JOURNAL will cheerfully aid all from this city who wish to attend the association.

There are several great through routes. The particulars of the Philadelphia route—the Pennsylvania railroad—are given in the advertisement (see THE JOURNAL May 25, p. 575.).

The West Shore route, rate \$45.75, plus \$2.00 membership, \$47.75 for round trip, *via*, Nickel Plate to Chicago, and then by such route as the person may choose; *via*, Niagara Falls \$1.00 extra.

The New York Central sells tickets for \$48.75, plus \$2.00 membership, \$50.75. (Same rate as the Penn. R. R.)

The Erie railroad has a rate of \$46.75, plus \$2.00 membership, \$48.75. The Baltimore & Ohio, Lehigh Valley, Delaware, Lackawana & Western, Chesapeake & Ohio, New York, Ontario & Western, \$45.75, plus \$2.00 membership.

A party will leave Syracuse July 3, under the direction of Mr. C. W. Bardeen, editor of the *Bulletin* and Supt. Cole of Albany. The state association is held at Syracuse, July 1, 2, and 3; those who wish can attend that and then join. This party goes by West Shore and Nickel Plate to Chicago, then by North-Western and Union Pacific. A circular will be sent on application to Mr. Bardeen at Syracuse, giving full particulars.

The question is asked will many attend from the East? This is not easy to answer. The cost from this city for ticket with sleeper to Chicago will be \$52.75; from there reclining chairs without extra charge; the cost of meals will vary; sleeper back from Chicago \$5.00; board in Denver from \$7.00 up—this last in private families. There are those who will go there and back for \$75.00—this is probably the minimum. There are a good many who will hesitate expending this sum; they say it will cost them considerably more to see desirable things after reaching Denver. So we cannot reply to the question, nor urge persons to take the trip; each knows best the size of his purse. Those are lucky who can afford the trip and the side trips; Pike's Peak \$1.00, Salt Lake City, \$20.00, and other points; they will never forget this summer if they take the trip through the Arkansas cañon—it is one of the grand things of the world.

To letters asking whether parties cannot find summer boarding places in Colorado; we are assured this is just as possible as in the East; it is probable that many parties will camp out, it being remembered that it does not rain there in the summer. Those intending to visit Denver, should write to F. Dick, Denver, Col., to engage room; say how much you wish to pay and how long you will remain.

This plan is feasible; to hire a Pullman for ten days at \$45.00 per day, \$450.00; about fifty persons could occupy it, say \$10.00 each, or \$1.00 per day; it could be side-tracked at Denver and used to sleep in. Food would be extra.



## California.

Prof. Margaret E. Schallenberger, of Stanford university, in California, started the subject of Child Study last summer. The subject proposed was "Children's Rights, as Seen by Themselves." Circulars were sent out to hundreds of teachers in California, and children from six to sixteen were asked to give their opinion on a hypothetical case what they thought of a certain Jennie who had a box of beautiful new paints, and while her mother was out one afternoon, painted all the parlor chairs and proudly exhibited her work to her mother when the latter returned. The children were asked to say what they would have said or done to Jennie if they had been the mother. The answers were classified under twelve heads: "Jennie Ignorant," "Jennie Explained to," "Jennie Don't Do It Again," "Jennie Made to Promise," "Jennie Threatened," "Jennie Made to Clean the Chairs," "Jennie Confined," "Jennie Loses Meal," "Jennie Loses Paint," "Jennie Sent to Bed," "Jennie Whipped," and "Jennie Punished."

Out of 2,000 boys and girls of six years 1,102 would whip Jennie; out of the same number at eleven years, 763 would whip her; at sixteen, only 185 would whip her. Of 2,000 boys and girls at six none would have explained to Jennie why it was wrong to paint the chairs. At twelve years 181 would have it explained why it was wrong, and at sixteen, 751 would have made the explanation. Among the younger pupils the idea of revenge in punishment is chief. One nine-year-old boy wrote:

"If I had been that woman I would have half-killed her."

Another would pile up punishment in this way:

"If I had been Jennie's mother I would of painted Jennie's face and hands and toes. I would of switched her well. I would of washed her mouth out with soap and water, and should stand her on the floor for half an hour."

Most of the younger children thought Jennie ought to be made unhappy because she made her mother unhappy. Some thought also that she ought to be punished to prevent a repetition of the act. One aged fourteen, who had risen to the height of reforming Jennie wrote:

"I would have took her into the parlor and I would have talked to her about the injury she had done to the chairs, and talked kindly to her and explained to her how much mischief she had done in trying to please her mother."

A girl of fourteen wrote:

"I think the mother was very unwise in losing her temper over something the child had done to please her. I think it would have been far wiser to have kissed the little one and then explained to her that the paints were not what was put on the chairs to make them look nice."

Another girl thought that Jennie's mother ought to put herself in Jennie's place before any form of punishment was devised.

Prof. Schallenberger says:

Young children are less merciful than older ones. When they appear cruel and resentful we know that they are exercising what they honestly consider the right of revenge.

Boys are less merciful than girls.

Younger children judge of actions by their results, older ones look at the motives which prompt them. If a young child disobeys a command and no bad results follow he doesn't see that he has done wrong.

Punishments which have in them the idea of restitution are common to all ages.

Girls consider the why more than boys; they explain to Jennie oftener than boys do.

Threats and forced promises do not impress children.

## Minnesota.

There is a scarcity of women teachers in Duluth. They marry off rapidly, it is said; even the unsuccessful in teaching are gobbled up if they are pretty.

In St. Paul there was fault found with Supt. Gilbert and the board of education that there was not sufficient temperance instruction given. The attorney-general said:

"Where a city like St. Paul has organized a graded system of instruction, beginning with the primary department and culminating in the high school, it is for its board of education, in a fair endeavor to observe the requirements of the law, to determine to what extent, in what grades, and by what means instruction upon the subjects named shall be imparted. A 'systematic and regular instruction' in those subjects does not require daily or weekly instruction, or instruction in every grade. It is a sufficient compliance with the law when the general system of education adopted by the board embraces appropriately in its course a reasonable amount of instruction in physiology and hygiene by aid of text-books so prepared as to emphasize and illustrate the pernicious effects of the use of stimulants and narcotics."

The law provides that the state shall appropriate \$10,000 annually for the support of the public school libraries. Any school district in the state, by raising \$20 may secure aid to the amount of \$20 more in establishing a library, and to the amount of \$10 annually, providing a like or greater amount is raised by the district. These books must be selected by the library school board. The books are purchased through a contractor, who furnishes the books at very low rates. Every two years bids upon selected

books are advertised for, and contracts are awarded to the lowest bidder.

Since the law went into effect about 2,000 libraries have been organized in the state, and about \$25,000 is expended annually. The number of books on the approved list is between 1,300 and 1,400.

When Miss Arnold left Minneapolis for Boston Mrs. Cooley took her place. Then it was desired to put a man in Mrs. C.'s place (the head of Adams school) because the feeling is that a male principal is sadly needed; but women will work cheaper and this disposes of the matter.

A writer in the Minneapolis Times speaks up for men as principals of the schools. "There is a great army of boys in Minneapolis, between the ages of thirteen and twenty-one, who ought to be in school, but who are not. The great majority of these boys are roaming the streets in abject idleness and dense ignorance of the useful subjects taught in our public schools. The reason for this, as it seems to me, there comes a time when every boy wants to break the apron strings. He expects to be a man some time, and he is constantly looking about for some man to follow in the footsteps of. I have observed that every boy has a model—some man, never a woman, of whom he thinks much, and is constantly patterning after, and I have also observed that little boys almost invariably select as their model some man whom they are frequently brought in contact with in their daily life. Men would inspire our boys to noble effort. Boys passed the baby period would naturally accept their teacher or their principal as a model. I care not what may be argued to the contrary, the fact remains that there comes a time in every little boy's life when he has a certain contempt for female jurisdiction over him. He hardly knows why, but he despises a woman's authority, and stubbornly rebels against it."

They have an "open parliament" in Minneapolis and it discussed education. Supt. Jordan said that: "One of the greatest and most difficult problems that faced school authorities was the appointment of teachers. This duty was made doubly hard by the attitude of many well-intentioned people who were always clamoring for the recognition of 'home talent' and appealing on the grounds of charity and kindness. Do you want a girl, inexperienced, without any training or preparation or in fact any qualification, to go in and take charge of fifty little children, simply because she lives in Minneapolis, or do you prefer a teacher who is competent, trained, and perfected, even if she lives in Boston? Which is the best for us? This is the great trouble we have to contend with. It is a very bad feature to encourage this hiring teachers simply because they live in your city. There are something like 300 applications from Minneapolis teachers for positions and only forty-seven positions to fill. We ought to realize that there are other qualifications necessary in teachers than simply the fact that their fathers happen to pay taxes in this city. Charity is often urged in support of an applicant. But there should be no such thing as sentiment in so important an affair as the selection of teachers for our children. It should be purely a matter of business."

## Kansas City.

A petition of 1387 persons was presented to the board of education asking that no Catholics be employed as teachers in the public schools. R. L. Yeager, the president, replying, says:

"The public schools belong to all the people and all have equal rights in them. They are supported from taxes raised from all the people, without regard to their faith, creed, or party affiliations. The public schools must be kept non-partisan and non-sectarian. The moment you cut loose from these two cardinal points, that moment you have entered the wedge that will ultimately destroy the good mission of the common schools."

"We do not believe that it is within our province to inquire into a person's faith, creed, or party affiliations. It matters not whether they are Jew or Gentile. Is the applicant honest, competent, and of good moral character, and will he or she make a good, earnest, and loyal teacher in our schools? is the great question with us in the employment of teachers."

"In view of the fact that we have been advised that the report has become quite current that a large number—some say a majority—of our teachers are Catholics, we determined, in justice to all, to ascertain the facts. We have employed in our schools 349 teachers, and of this number not more than thirty, at the outside, are of the Catholic faith, a fraction over eight per cent."

"We have understood that the specific cause of complaint as to the Scarritt school is the fact that two sisters, or nuns, one from Arkansas and one from Missouri, visited at this school. Scarcely a day passes that we do not have teachers from the outside visiting some of our schools. The principal of the Scarritt, Mr. Hisey, who is a Quaker, has made a specialty of teaching numbers, and has created quite an interest in his method. It is not unusual for outside teachers to visit his school to investigate his methods. The two sisters having heard of it came to see for themselves, in order to introduce the best methods in their schools. We feel complimented when outside teachers, we care



not who they are, come to our schools to see and learn our methods, as it is an evidence of the fact that our schools are standing in the front rank of common school education.

"We are ever ready to receive and adopt suggestions that will elevate and better our schools, as our greatest concern is the welfare of our schools. For the above reasons we cannot grant your request, and we believe that, when the sober second thought comes you will approve our course."

### Massachusetts

Massachusetts outranks all the states in educational enthusiasm. There are great educational men in that state. At Greenfield 200 teachers met May 11.

Lizzie A. Mason, superintendent, spoke in the intermediate and primary section on language work. She set forth practical plans for creating an interest among the youngest scholars in literature, inciting it at the outset by the telling and remembrance of stories. Henry T. Bailey gave an address on drawing in connection with nature study, and Supt. Geo. H. Danforth spoke on geography. The beginning should be with the child's direct observation of his environment, coupled at once with a study of geographic symbols.

Supt. C. H. Morss gave an address on "Science Teaching." Prof. Chas. F. Adams, on "The Ways of Improving the Teaching of Geography;" and John T. Prince, on "Correct Methods of Teaching Advanced Reading." Mr. Prince stated the purpose of teaching reading in the higher grades to be not merely to stimulate the recognition of ideas, nor only to encourage the formation of ideas, but to arouse the faculty of assimilating ideas of the author read with those of the reader, so educating the whole mind. The reading habit must be formed, the love of the best reading stimulated and reading made pleasurable. He denounced the too close analysis of what was read, and contrasted it to the process which trained the reader to grasp the thought of what was read. He disapproved the indiscriminate use of the newspaper for school reading. The devotion of teachers to expression as the chief end of teaching reading was sharply criticised.

Singing instruction was actually exemplified by Mrs. L. E. Sanderson with children from several grades. Beginning with the first year she showed the method used in each year. The smallest children showed a remarkable readiness in singing at sight, giving the notes as they were named by the teacher their correct sound and seldom faltering. With each following class it was shown how the work was advanced, and the boys and girls enjoyed the work almost as much as the audience.

Henry T. Bailey spoke on drawing in connection with history, geography, and language, and illustrating his points with black-board sketches. He drew as fast as he spoke and skillfully proved how simply drawings could serve to help in these branches. He insisted that every child should know the origin of architectural forms and ornaments and be able to tell them wherever they were found.

Supt. W. P. Beckwith discussed the correlation of studies and Frank A. Hill took manual training. It must be looked at as a mental developer, and last an instrument of moral growth, for every good work must seek its foundations in the hardpan of the right spirit within, the spirit which will make every blow of the hammer a blow for fitness and truth, contributing not merely to the external result, but to the mental and moral uplifting of the worker. An interesting exhibit of the manual works in the Springfield schools was displayed.

The principal of the North Adams high school sent in his resignation in April which was accepted. Afterward the committee concluded to dismiss him.

Hon. J. D. Miller has just been appointed on the state board of education in place of A. P. Stone; he was born in Athol, graduated from Williams college with honor in 1864, and afterward taught school; 1886 purchased the Leominster *Enterprise*.

The Newton school board has voted that after the close of the public schools in June, slates and pencils shall be dispensed with, and pencils and paper substituted in their place. This is a movement that is extending over the country with great rapidity, and appears to have much in it to command attention.

The Worcester school board has re-elected Clarence F. Carroll superintendent of schools and advanced his salary from \$3500 to \$4000. We rejoice in this, Mr. Carroll was a "New Education" man in the days when they were not popular at all. All of those men who came forward ten years ago and said, "Count me as one who means to study education" have risen to places of high usefulness.

The Everett *Press* says: "A man no more than gets himself in touch with the community and fully appreciative to the needs of the schools and in trim to do his best work, when some neighboring city, richer in this world's goods than Everett, swoops down and bears off the prize. The city's mission in this matter seems to be to take young men comparatively new to the business of teaching and furnish them with the necessary experience to make them valuable to some other community. This is about the size

of it up to date. Some of these days the school committee will wake up and meet the issue by resolving to place the charge of the grammar schools in the hands of experienced women teachers, as is done in a good many cities which lead Everett in educational facilities by a large margin."

Dr. Frank E. Spaulding has been appointed superintendent of the public schools at Ware at a salary of \$1,800 the first year. He is a graduate of Amherst college (1889) and taught school at the Louisville military academy and at the Amherst summer school of languages. He went to Germany in 1894, and took the degree of Ph. D. at the university at Leipsic. This year he was made honorary member of Clark university, of Worcester.

A. W. Edson writes of the schools of Athol: "I am free to say that I know of no other town in the state that has made greater advance within the past few years in the erection of school buildings and their equipment, in the ability of the teachers, and in the character of instruction."

He well says: "The great weakness of city schools is the fact that politics too often controls the selection of school committeemen and the appointment of teachers. If men are chosen on strictly party lines, their chief qualifications being their willingness to care for their friends, the good of the schools must necessarily be of secondary importance. The result is that often inferior and unworthy teachers are selected, and, when once in their position, social, political, and religious influences unite to retain them, in spite of the poor quality of their work. In such places home talent is apt to be at a premium, irrespective of any question of fitness."

In addressing the teachers he asked them to write upon a slip of paper their definition of teaching, of which several were read and commented upon. His definition of teaching was this: "Teaching is presenting to the learner's mind the thing to be known, so that he may come to know it by his own thinking."

The Boston, Mass., *Herald* says: "During the last fifty years successive generations of boys and girls have been sent out into the world without knowing how to play properly, without the training to restrain themselves from acts of violence toward one another when they are in earnest to gain their end. They have not learned the lesson of self-restraint, either at home or at school, to such an extent that they could control themselves when they entered into the field of active life. One of the chief lessons to be acquired in an education is self-control, and perhaps there is no point where the school-room has a closer relation to the life of the people than where it leaves off and the actual work of life begins. Whatever is neglected in the way of self-control in the school-room is sure to demand repression when young persons go out to begin life for themselves."

"Within the school-room the restraint is such that the children are under discipline, and the test of a school is quite as much in the way in which the pupils behave immediately outside of school as in the actual exercises under the teacher. The playground is a miniature world by itself, in which boys and girls settle their differences according to such rules as they have been taught to observe, and the spirit and power of the school are illustrated during the period of recess as in no other way. It is believed by many that the houses of correction and other penal institutions might have been much less crowded than they have been in recent years if our people in charge of the public schools had better understood the relations of play to work, giving to boys playgrounds of sufficient size for their favorite games and an opportunity to work off their animal spirits in a wholesome way."

Principal Chopin at Fitchburg said: "Manual training increases interests and keeps boys at school. The testimony for the manual training schools to this point is overwhelming. Boys who have shirked their tasks, wasted their time and hated study, have developed into painstaking students and thus valuable lives have been saved from uselessness. One of the pathetic evils of our school system is that the high school courses, which, rightly enjoyed, are the most valuable and helpful, are lost by the great majority of children. About one-tenth of our pupils attend the high school. Ninety per cent. have dropped by the wayside. Poverty has withdrawn some from the school-rooms into the mills, but indifference has taken away more than poverty. Boy nature is eminently practical, and constantly asking, 'What's the good?' and we elders are often hard pressed for an acceptable answer."

### Michigan.

The Swedish system of manual training, known as sloyd, was introduced into the Manistee schools. A small but thoroughly equipped room was fitted up and the work placed in charge of Mr. J. O. Batey. The benches, seven in number, are provided with a vise at each end; thus accommodating two pupils at each bench. About sixty pupils, divided into four classes, from the fourth, fifth, and sixth grades, are taking the work. The tools are conveniently arranged in cupboards and are used as needed by all, excepting that each bench is supplied with two rulers,

pencils, try-squares, compasses, and sloyd knives. The pupil, having made on paper or the blackboard a working drawing, with exact measurements of the object he is to make, himself selects the tools and material for its construction, under the supervision of the instructor, and when the model is completed, if it reaches the proper standard of excellence, it is marked or stamped as "approved work" and the maker allowed to take it home.

### New York City.

Twelve new sites for schools have been selected. There are school-houses enough and seats enough, but they are not in the right places.

The *Tribune* says respecting the efforts for the new school bill in New York City: "Bitter opposition was aroused, however, because it wiped out the power of the ward trustees, who under the existing system appointed teachers in the schools. This was a blow at 'patronage' that could not be endured. Accordingly the trustees and teachers who have secured appointments at their hands joined in opposing the bill. No possible influence that could be brought to bear in their behalf was neglected. Nevertheless, the bill passed the assembly successfully. But Tammany Hall was against school reform, as it is against reform of every kind, and by a combination of its representatives with the Platt Republicans the bill had the life crushed out of it. Those in favor of reform must be prepared to make a good fight; to begin early and keep it up late. The schools of New York and Brooklyn ought to be put in the first rank of the public schools of the country. They are far from that now. What is required is a radical change in the method of school administration and the elevation of the teaching to the scientific standard."

The *Times* says: "Why should the teachers object to a competent board of superintendents in place of the twenty-four boards of ward trustees, many of whom have proved to be incompetent, unless they are afraid of the requirement of a higher standard of qualification and of conduct? It is not to be denied that that is one of the objects sought in the pending bill, and if the teachers are opposed to that, it looks bad for the teachers. They have unwittingly furnished by this protest confirmation of the suspicion that favoritism and political influence, rather than high qualifications and good character, have prevailed to secure position

and advancement' through the trustees, for no teacher relying on his merits and his record would have anything to fear from the change, and to harmonize the administration of the schools."

### Brooklyn.

Changes are to be made in the course of study, among them the teaching of inventional geometry in connection with drawing; the teaching of natural science in the grammar schools in connection with geography; the postponement of the time when geography shall begin to the eighth grammar grade; the reduction of the amount of work in the formal study of grammar and the reduction in the amount of work in the formal study of history.

A larger selection of supplementary readers and the reading of single short works in English and literature, connected with history and geography. Instruction in hygiene will be given in connection with physical exercises daily. \$14,000 of the library fund will be spent for supplementary reading and reference books.

The *Brooklyn Eagle* says: "Recently one of the pupils of a Brooklyn grammar school put his books under his desk and mastered his next day's lessons before going home. The teacher discovered this fact and, although he had his lesson, he was marked with a failure because he had not learned his lesson after hours and away from school. It was his duty, she said, to sit upright and fold his arms after his own recitations were over."

An hour or two of the practical study of the stars, of minerals, of plants, of the lower forms of life would be an hour well spent for every scholar in the city. It is absurd that men and women—millions of them—should grow up in ignorance of the commonest facts relating to these things, when they are forced to know so much that is useless. It is twice as important to know dandelions from English plantains as it is to know the principal town in southern Siberia. It is twice as important to know quartz from feldspar as it is to know the answer to one of those foolish conundrums about the price of onions at 18 and 34 67ths cents a peck if a man concluded to take only  $\frac{1}{2}$  of a bushel. It is twice as important to know Venus from Saturn as it is to know the proportion borne by two sides of an isosceles triangle to the other two sides. It is twice as important to know what insects are harmful to vegetation as it is to know who Dioscorides and Cantharides were.

A meeting in the interest of education in art was held May 17;

## Vacancies

### For 1895-1896.

We have on our books 1600 vacant positions to be filled during the next three months. The places range somewhat as follows:

**Superintendencies of Public Schools,**  
16 positions above \$2000

**Superintendencies of Public Schools,**  
24 positions between \$1500 and \$2000

**Superintendencies,**  
60 positions between \$1200 and \$1500

**Superintendencies,**  
140 positions below \$1000

**High School Principalships,**  
2 positions above \$2000

**High School Principalships,**  
6 positions between \$1500 and \$2000

**High School Principalships,**  
10 positions between \$1200 and \$1500

**High School Principalships,**  
12 positions between \$1000 and \$1200

**High School Principalships,**  
70 positions below \$1000

For high school assistants we have a large number of positions in almost every state, including a great variety of work, both general and special.

Grammar, Intermediate and Primary teachers we can place almost without limit as to number. In these departments we always have many times as many positions as teachers registered. We can place every good teacher who registers, in a desirable position.

We also need Public School Teachers of Music, Drawing, Penmanship and Kindergarten work. Teachers who can combine two or more specialties find it easy to secure large salaries.

Professors and teachers of special branches are especially in demand through our agency. We have a large number of excellent positions in Latin, Mathematics, Literature, History, German, French, Sciences, etc., etc.

You are invited to send at once for our circulars and large manual showing the work we have done during the past ten years. We are confident we can be of service to every successful teacher. Address,

**TEACHERS' CO-OPERATIVE ASSOCIATION,**  
6034 Woodlawn Avenue, Chicago



an account of which is given in another column. At this meeting Principal Gallagher of the Teachers' Training school said: "I should like to know, how many things it is proposed to teach in our schools, and then how many hours there are to be in each school session. Drawing is valuable. So is blacksmithing. So is wheelwrighting. So is any occupation which any large number of men follow. But men who know the value of time want to find out how many hours you propose to give drawing and what studies you are going to omit in order to let it in. These generalities we have heard may do in some eastern section at a cross-road's school teachers' convention, but I think we are after something else here. The Brooklyn teachers are able to do some things for themselves. I do not see why they should be instructed by the superintendent of schools of a small-sized town in Connecticut."

Principal Stebbins said: "It seems as if the friends of drawing were constantly in need of getting together to assure themselves of the success of their cause. They talk about magnificent results in other cities. Find out what that means, stripped of its verbiage. It simply means that the pupils do the work actually required of them. Granted that they do the work, what value is it all? I venture to say that a jury of disinterested persons who should examine into the character of this so called drawing work would report decidedly against you. Its advocates claim that it has a distinct educational value. The question is whether drawing is an object of practical value, like geography and arithmetic."

"I would like to see one grade teacher who has reached years of maturity and has learned to draw successfully. There may be one or two, but they are exceptions. If that be the case, what will we do, according to these exponents of drawing in the schools? Why, we'll gloss it over. We'll learn a few tricks of the trade. We'll pretend we know how to draw and to teach drawing, though we have no real knowledge of the subject whatever. The putting of this load on the grade teachers of this city will result simply in making hypocrites of teachers. I know that it cannot be attained by superficial methods and a mere smattering of knowledge. If you put the work upon us in Brooklyn, you know it won't be done; it will be a fraud all through."

The Brooklyn *Eagle* says: "Nothing taught in the schools, or out of them, has a greater practical value than drawing, and if the practical only is to be the test of usefulness in any branch, surely no principal will have the hardihood to argue for the practical value of the higher mathematics. Not one man in a thousand—no, not one in ten thousand—has any more use for algebra, or geometry, or trigonometry, or calculus, or even the more abstruse and advanced parts of arithmetic than he has for the grammar of the Zulu language. If he were an engineer or astronomer, to be sure, he would find them of benefit, and so if he were a missionary or miner he might find it useful to talk Zulu; but few are either engineers or missionaries."

"Drawing, in the first place, teaches correctness of observation, just as mathematics teach correctness in purely mental processes. Our knowledge is largely gained through the eye, and it is important that the eye should have the habit of clear seeing. It teaches firmness and certainty of hand, which is of practical use in almost every walk of life, whether one elects to be a penman or a blacksmith. Incidentally, too, the habits of using the pencil and of observing closely the things that the pencil is to outline, improve the knowledge of proportion, and it may be said that the effect on the understanding is not unlike that of mathematics."

### TEACHERS

Contemplating a trip to Denver, to attend the Convention of the National Educational Association, in July, will have all their traveling troubles borne, and wants looked after by an agent in charge, if they will join the special excursion, arranged for by Mr. C. W. Bardeen, Syracuse, N. Y., and Charles W. Cole, Albany, N. Y., the Committee on Transportation for Western New York. They will also secure the lowest rates, the finest accommodations, the quickest time, and the best meals.

This special train will leave Syracuse at 4 P.M., and Buffalo at 8.00 P.M., on July 1, and arrive at Denver, at 5.30 P.M., on July 5. It will be composed of the finest sleeping cars, and will be run via the West Shore, Nickel Plate Road, and the Northwestern-Union Pacific route.

Special rates have been authorized by all lines to Syracuse and return on the occasion of the Convention of the State Educational Association, July 1, 2 and 3. All teachers in New York State are requested to attend this Convention at Syracuse, and to join the special party for Denver, leaving at 4.00 P.M., July 3.

Teachers purchasing tickets via West Shore R. R. from points east of Syracuse, to the Denver Convention, will be allowed a stop-over at Syracuse to attend the State Convention.

For all particulars as to rates, diverse routes, sleeping car reservations, &c., &c., write C. W. Bardeen, Chairman Transportation Committee, Syracuse, N. Y.; or F. J. Moore, General Agent, Nickel Plate Road, Buffalo, N. Y.

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## Summer Schools.

### NEW ENGLAND STATES.

MASSACHUSETTS.—Martha's Vineyard Summer School at Cottage City, beginning July 8, continuing five weeks. Dr. W. A. Mowry, Hyde Park, Mass., President.

Harvard University Summer School, beginning July 5. Address M. Chamberlain, Harvard University, Cambridge, Mass., Clerk of committee.

The Sauveur College of Languages and the Amherst Summer School at Amherst College, Amherst, Mass. Begins July 1, continuing six weeks. L. Sauveur, Ph.D., LL.D., Pres't, W. L. Montague, M.A., Ph.D., Director and Manager.

Plymouth School of Applied Ethics, at Plymouth, Mass. Five weeks, beginning July 8.

Massachusetts Institute of Technology. Summer courses during June and July. Address H. W. Tyler, secretary.

Clark University Summer School at Worcester, Mass. July 15-27.

The H. E. Holt Normal Institute of Vocal Harmony at Tufts College, Mass. July 30-Aug. 21. Address Mrs. H. E. Holt, Sec'y, Lexington, Mass.

American Association for the Advancement of Science at Springfield, Mass. Aug. 28-31.

Amherst Summer School. July 1-Aug. 9. Amherst, Mass. Prof. W. L. Montague.

Emerson College of Oratory Summer School. July 8-Aug. 5. Martha's Vineyard. C. W. Emerson.

CONNECTICUT.—Connecticut Summer School for Teachers at Norwich, July 8-26. Address Chas. D. Hine, Hartford, Sec'y.

RHODE ISLAND.—American Institute of Normal Methods. Eastern session at Providence, R. I., July 16-Aug. Address Albert A. Silver, 110 Boylston st., Boston, Mass.

VERMONT.—Summer School of Languages, Rutland, July 8-Aug. 2. August Knoflach, Pd. D., 75 E. 61st St., N. Y. City.

Summer School, July 8-22, Morrisville, Vt.

Summer School, Barton, Vt., July 8-22.

Summer School, Bethel, Vt., July 28-Aug. 12.

Summer School, Brandon, Vt., July 28-Aug. 12.

Summer School, Essex Junction, Vt., July 28-Aug. 12.

MAINE.—Summer Course in Science, Bowdoin college, Brunswick, Me. July 9-Aug. 13. F. C. Robinson.

NEW HAMPSHIRE.—Summer School of Methods at Plymouth. Aug. 19-31.

### MIDDLE ATLANTIC STATES.

NEW YORK.—The Mid-Summer School at Owego, N. Y., July 15-Aug. 2. Address Geo. R. Winslow, Binghamton, N. Y.

University of the City of New York. Summer courses will be given in a new building of the undergraduate college at University Heights, New York City, beginning July 9-Aug. 17. (Mathematics, physics, chemistry, biology, experimental psychology, theory and practice of teaching.) Henry M. McCracken, LL.D., Chancellor, L. J. Tompkins, Registrar.

The National Summer School at Glens Falls, N. Y. Three weeks. Beginning Tuesday, July 16, 1895. Sherman Williams, Manager.

Cornell University Summer School, at Ithaca, N. Y. July 8-August 16. Professor Charles E. Bennett, Cornell University, Chairman of Executive Committee.

School of Languages at Point o' Woods, Long Island.

Long Island Chautauqua at Point o' Woods. Teachers' Retreat, July 4-Sept. 1. Rev. A. E. Colton, Patchogue.

Moer's Summer School at Moer's, N. Y. July 22-Aug. 16. Address Fred. E. Duffey, Moer's, N. Y.

Catholic Summer School of America, near Plattsburg, N. Y. July 6-Aug. 19.

Chautauqua Summer Schools, at Chautauqua. July 6-Aug. 16. W. A. Duncan, Syracuse, N. Y.

Cayuga Lake Summer School of Methods at Ithaca, N. Y. Begins July 16. Mr. F. D. Boynton.

Central New York Summer School at Tully Lake, July 16-Aug. 2. J. A. Bassett, Richfield Springs, N. Y.

NEW JERSEY.—The Berlitz School of Languages at Asbury Park, N. J. Address 1122 Broadway, New York City.

PENNSYLVANIA.—American Society for the Extension of University Teaching. Summer Course of lectures at University of Pennsylvania, Philadelphia, July 1-26. Edward T. Devine, 111 S. 15th St., Philadelphia.

Conneaut Lake Summer School of Pedagogy at Exposition Park begins July 8.

### CENTRAL STATES.

ILLINOIS.—Cook County Normal Summer School, Chicago, (Englewood), Ill. Three weeks, July 15-Aug. 3. Wilber S. Jackman, manager, 6916 Perry avenue, Chicago.

Prang Summer School at Manual Training School, Chicago. Three weeks, begins July 29. Address Prang Educational Company, 151 Wabash avenue, Chicago.

Chicago Kindergarten College Summer School of Pedagogy, July 15-Aug. 10. Miss Elizabeth Harrison, principal.

School of Social Science, Chicago, Ill. Aug. 22-29.

American Institute of Normal Methods: Western session at Highland park, Ill., Aug. 6-23. Address A. W. Hobsbaw, business manager, 260 Wabash ave., Chicago. Eastern session at Providence, R. I., July 16-Aug. 2. Address Albert A. Silver, 110 Boylston st., Boston, Mass.

Berlitz Summer School of Languages, Chicago, Ill. Address 1122 Broadway, New York.

### Reduced Rates to Denver, Col., via Pennsylvania Railroad.

For the accommodation of persons who desire to visit Colorado on the occasion of the meeting of the National Educational Association, at Denver, Col., July 5 to 12, the Pennsylvania Railroad Company will sell excursion tickets on July 3, 4 and 5, to Denver, Colorado Springs, Manitou, and Pueblo, at the extremely low rate of \$50.75 from New York, \$49.25 from Philadelphia, \$47.50 from Baltimore and Washington, \$47.25 from Harrisburg; proportionate rates from other points.

These tickets will be good for return passage from Colorado points on July 12, 13, 14 and 15, with an extension until September 1, if desired.

A special train of Pullman Buffet Sleeping Cars will be run, leaving New York at 10.10 A.M., July 4, stopping at prominent intermediate points and arriving at the afternoon of July 6.

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Summer School, University of Illinois, Champaign, June 17-July 13. David Kinley, Urbana, Ill.

Illinois State Normal University at Normal, May 27-June 14. Dr. John W. Cook Summer School of Greer College at Hoopestown, June 11-Aug. 3. Simeon W. Dixon.

Summer Session of the Columbia School of Oratory and Physical Culture at Chicago, July 2-27. Mary A. Blood, 17 Van Buren St., Chicago.

Summer School of Elocution at Super School of Oratory, Chicago. Begins July 1.

IOWA.—Des Moines Summer School of Methods, July 9-Aug. 2. W. A. Crusinberry, manager. Drake University, Des Moines, Iowa.

Summer Latin School, Drake University. Nine weeks devoted exclusively to Latin. June 24-Aug. 23. C. O. Denny, Drake University, Des Moines, Iowa.

Summer School of Western Normal College, Shenandoah, Iowa, June 11-Aug. 1. J. M. Hussey, Pres.

Summer Training School for Teachers at Des Moines. Begins June 18. Elizabeth K. Matthews.

WISCONSIN.—Summer School, University of Wisconsin at Madison, July 9-Aug. 3. Prof. J. W. Stearns.

Turner School for Physical Training at Milwaukee, Wis., July 1-Aug. 10. Prof. Carl Betz, Kansas City, Mo.

July 8-Aug. 16.—Polk County Teachers' Summer School at St. Croix Falls, Wis. Address Paul Vandereike, St. Croix Falls, Wis.

Wisconsin County Summer Schools, at De Pere, Ahnapee, Chippewa Falls, Arcadia, Merrill, Ellsworth, Appleton.

July 14-Aug. 4.—Columbian Catholic Summer School, Madison, Wis. Dr. E. McLaughlin, Fond du Lac, Wis., secretary.

KANSAS.—Topeka Summer Institute, June 3-July 1, and July 20. Address W. M. Davidson, Topeka, Kans.

Kansas State Normal Summer School at Emporia, June 14-Aug. 2. W. G. Stevenson.

Linn County Institute and Summer School at Pleasanton. Begins June 17. J. C. Lowe, Mound City.

OHIO.—Summer School of Western Reserve University at Cleveland, July 1-27. Address Prof. H. E. Bourne, Station B, Cleveland, Ohio.

School of Theology at Western Reserve University. Ten days, beginning July 8.

Summer Normal Training School of National Normal University at Lebanon. June 18-Aug. 8. Alfred Holbrook.

Art Academy of Cincinnati. June 17-Aug. 24. A. T. Goshorn.

Oberlin College, Oberlin, Ohio, will hold a ten days' session for the discussion of social economics, the last ten days in June.

MICHIGAN.—University of Michigan Summer School. July 8-Aug. 16. Address James H. Wade, Sec'y of University of Michigan, Ann Arbor.

Alma College Summer School at Alma, Michigan. July 8, continuing 4 weeks. Address Jos. T. Northon, Alma, Mich.

Kindergarten Training School at Grand Rapids, Mich. Mrs. Lucretia Willard Treat, principal. July 5 Sept. 1. Address Clara Wheeler. Box 44, Grand Rapids, Mich.

Petoskey Normal School and Business College at Petoskey, Mich. Summer terms begin May 6, June 3-17, and July 1-15. Address M. O. Graves, M. A.

June 1-Aug. 26.—Summer Session Flint Normal College. Bay View, Michigan, Summer University. July 10-Aug. 14. Embraces six complete schools. J. M. Hall, Flint, Mich., supt.

Summer School of Pedagogy and Review in connection with Benton Harbor College and Normal. June 24-Aug. 2. G. J. Edgecumbe.

Summer Term of Ferris Industrial School, Big Rapids, Mich. May 20-July 1. W. N. Ferris.

Albion College Summer School at Albion, Mich. July 2-31.

National Summer Music School, Conservatory of Music, Detroit. July 1-12. Mrs. Emma A. Thomas.

MINNESOTA.—University Summer School at the University of Minnesota, Minneapolis. July 29-Aug. 25. N. W. Pendergast, Supt. of Pub. Instruction, St. Paul, Minn., and Prof. D. L. Kiehle.

NEBRASKA.—Summer School, Lincoln Normal University, Normal, Neb. June 4-Aug. 5. J. F. Taylor.

Summer School, Corner University, Lincoln, Neb. July 1-Aug. 16. J. A. Beattie, Pres. Bethany.

The Orleans Chautauqua and Summer School at Orleans, Neb. June 10-July 6. R. H. Esterbrook, sec'y.

Nebraska Normal College Summer Session at Wayne. Begins June 10. J. M. Pile.

Summer Session of Fremont Normal School and Commercial Institute at Fremont. Begins June 11. W. H. Clemmons.

INDIANA.—Summer School of Northern Indiana Normal at Valparaiso. Begins June 12. H. B. Brown.

Summer Session of Marion Normal College. Begins July 22. A. J. Jones.

Summer School of Central Normal College at Danville. Begins June 11. J. A. Joseph.

Crawfordsville Normal Summer School. July 1-Aug. 23. M. W. Baker.

Summer School of Southern Indiana Normal College at Mitchell. June 11-July 22. John C. Willis.

Summer School of Tri-State Normal College at Angola. Begins May 21. L. M. Sniff.

KENTUCKY.—Summer Session of Central Normal School at Waddy. Begins June 11. J. B. Secrest.

Summer Session of Elliott Institute and Normal School. June 4-July 30. Whitty Waldrop, Kirksville.

ALABAMA.—Summer School at Eufaula, Ala. Begins June 17, continuing ten weeks. F. L. McCoy, Principal, Eufaula, Ala.

MISSISSIPPI.—Mississippi Summer Normal Peabody State Institutes. Four weeks at Aberdeen, June 18, Meriden, June 6, Brookhaven, June 24. Colored Normals: Tougalow, June 3, Greenville. June 3. West Point. July 1. Sardis, June 17.

NORTH CAROLINA.—University of North Carolina Summer School at Chapel Hill, June 25-July 26. Edwin A. Alderman.

Summer School for Teachers and Students at the University of North Carolina. June 25-July 26. Address Geo. T. Winston, president of the university, Chapel Hill, N. C.

FLORIDA.—Atlanta Chautauqua at Ponce de Leon Springs. June 25-July 8.

TEXAS.—Summer Normal, Salado, Texas, June 24-Aug. 16. T. J. Witt.

State School of Methods at Dallas. June 4-22. Supt. J. L. Long.

Special Summer Normal Term of Spirey's High School, at Temple. July 22-Oct. 11. W. E. Spirey.

GEORGIA.—Southern Summer Normal Music School, at Cumberland Island, June 25-July 5. B. C. Davis.

TENNESSEE.—Summer Session of Southern Normal University at Huntingdon. May 14-July 4. J. A. Baker.

Tirrell College, Summer Session, at Decherd. July 2-Aug. 24. Jas. W. Tirrell.

VIRGINIA.—Virginia Summer School of Methods. Four weeks, begins June 24. Address E. C. Glass, Lynchburg, Va.

LOUISIANA.—Summer Normal School at Lake Charles. May 27-June 22. B. C. Caldwell.

ROCKY MOUNTAIN AND PACIFIC STATES.

COLORADO.—Colorado Summer School of Science, Philosophy and Languages, Colorado Springs. Four weeks, beginning July 15. George B. Turnbull, A. M., Prin. High School, Colorado Springs, director.

Summer School of University of Colorado at Boulder. July 13-Aug. 24. Carl N. Beker.

Summer School at Denver, Colo. Under the auspices of the Denver Normal and Preparatory School. Six weeks. June 15-July 26. Fred. Dick, ex-state superintendent, principal.

(CONTINUED ON PAGE 455.)

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(CONTINUED FROM PAGE 566.)

OREGON.—Lakeview, Oregon, Summer School, June 24-Aug. 3. J. J. Monroe.

July 22 to Aug. 23.—Summer Normal School at Gearhart Park on the sea coast near the mouth of Columbia river under the direction of Pres. C. H. Chapman, of Eugene; and others prominent in school work in Oregon.

SOUTH DAKOTA.—Normal Teachers Institute at Sioux Falls. July 15-Aug. 12. Prof. Edwin Dukes.

## CANADA.

NOVA SCOTIA.—Summer School of Science for the Atlantic Provinces of Canada at Amherst, N. S. July 3-18.

Chicago Theological seminary will hold a week's session beginning August 22, for the discussion of social economics. Oberlin also, the last ten days of June. Western Reserve college, at Cleveland, will open a ten days school of theology on July 8. A great conference for Bible study under the direction of D. L. Moody, will be held at Northfield, Mass., from June 28, to July 7. The Western Y. M. C. A. will hold a conference at Geneva Lake, Wis., from June 21, to July 1.

The Young Woman's Christian Association will hold three summer conferences severally at Lake Geneva, Wis., Northfield, Mass., and Rogerville, Tenn. There is a new organization known as the "Brotherhood of the Kingdom," whose specialty is applied Christianity. Conferences of this body will be held at Iowa college in June and July, and at Marlborough, N. Y., in August.

The University Extensionists open their summer course of lectures at Philadelphia on June 29. The Plymouth school of applied ethics, now in its fourth year, will open July 8, for a five weeks' session.

The Berlitz Summer School of Languages begins its session at Asbury Park, N. J., the first Monday in June, and continues till the last Friday in August. Students may enter at any time, however.

The professors are native teachers, belonging to the regular faculty of the Berlitz school. The "Berlitz method" is exclusively used in the classes. Special lessons and lectures are given those who wish to prepare for teaching the languages. Pupils taking the regular course, may have an average of four to five hours of

lessons daily and at least one lecture a week. The number of students in each class is limited to ten, and they are carefully graded. Besides the classes and lectures, there are exercises in speaking the foreign languages. The fact that these are conducted by the teachers prevents the acquirement of faulty expression and negligent pronunciation, as when students are dependent upon one another for their practice between lessons.

## Teachers' Associations.

May 30-June 1.—Northwestern Wisconsin Teachers' Association at Ashland.

May 31.—New England Association, of School Superintendents at Boston.

June 5-7.—Alabama Colored Teachers' Association at Selma.

June 11.—State Teachers' Association for Colored Teachers at Austin, Texas. Mr. A. J. Moore, Waco, Texas, president.

June 18-20.—Missouri State Teachers' Association at Pertle Springs.

June 24.—National Association of Elocutionists, at Boston, Mass.

June 24-July 5.—Georgia State Teachers' Association at Cumberland Island.

June 25-27.—Arkansas State Teachers' Association at Searcy. H. A. Nickell, Ozark, president.

June 25-27.—Texas State Teachers' Association at Dallas.

June 25-26-27.—New York State Music Teachers' Association at Troy, N. Y. Dr. C. P. Simpson, 57 Fourth street, Troy, N. Y.

June 26-27.—Michigan Music Teachers' Association, at Ypsilanti.

June 27, 28, 29.—New York University Convocation at Albany.

July 1.—West Virginia State Teachers' Association, at Shepherdstown.

July 1, 2, 3.—New York State Teachers' Association at Syracuse.

July 1.—Kentucky State Teachers' Association at Lexington.

July 2, 3, 4.—Pennsylvania State Teachers' Association at Mt. Gretna.

July 2-3-4.—Ohio State Teachers' Association at Sandusky.

July 2-3-4.—Alabama Educational Association at Talladega.

July 5-12.—National Educational Association at Denver.

July 8-11.—American Institute of Instruction at Portland, Maine.

July 9-12.—Maryland State Teachers' Association at Pen-Mar.

July 12-15.—Deutsch-Amerikanischer Lehrerbund at Louisville, Ky.

July 16-18.—Manual Training Teachers' Association of America, at Chicago.

July 16, 17, 18.—Manual Training Teachers' Association at Armour Institute, Chicago, Ill.

July 18-19-20.—The Annual State Teachers' Association at Oregon City.

in connection with the State Chautauqua Association.

July 18-25.—Pan-American Congress of Religion and Education at Toronto, Canada. Address S. Sherin, Sec'y, Rossin House, Toronto, Canada.

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## New Books.

The thousands of sons of Harvard and many others interested in college history in this country should read the book by George Birkbeck Hill, D. C. L., honorary fellow at Pembroke College, Oxford, entitled *Harvard College by an Oxonian*. The history of Harvard goes back over 250 years, and its progress during that time marks the progress of ideas regarding higher education in this country. The fact that the author is not a graduate of Harvard will not militate against his work, for he has the true college man's spirit as shown in the many amusing incidents and customs described throughout the book; besides his experience enables him to compare student life in this institution with that at Oxford. The more solid portions of the book treat of the growth and development of the college courses, the various bequests to the institution, the college faculty, the library, etc. The chief charm of the book to the general reader, however, will be the details concerning student life. The frontispiece is a portrait of Pres. Charles W. Eliot. (Macmillan & Co., New York. \$2.25.)

No American has carried the art of oratory to a higher point than Daniel Webster. It is asserted with truth of him that his every utterance—before a jury, in the United States supreme court, and in the senate of the United States—was classic in form and national spirit. This is what gives his orations an enduring value and makes them models well worth the study of young Americans. It is therefore gratifying to see that his *First Bunker Hill Oration* has been issued in Heath's English Classics series. It has a preface, introduction, and notes, by A. J. George, A. M., of the Newton, Mass., high school. (D. C. Heath & Co., Boston. 20 cents.)

To be able to know the wild flowers is a desirable qualification; it is not always that those who walk among them can do this. The work done by the publishers of *How to Know the Wild Flowers* is worthy of the highest commendation. It is a moderate sized volume with short descriptions. There are 156 plates of wild flowers and these are drawn from nature; the drawings of Marion Satterlee are both truthful and artistic. No book hitherto has shown such faithful illustrations. The first edition proved, as it ought to be, popular and has been followed by a revised edition containing fifty-two new plates. We cannot too much commend the conscientiousness of book, and foresee it will become, as intended, a guide to many of the wild flowers. (Charles Scribner's Sons. \$1.75.)

Number seventy-five of the Riverside Literature series is a double number of 248 pages in which Horace E. Scudder gives a historical biography of *George Washington*. The chief events of this great man's life are related with that clearness, simplicity, and force for which Mr. Scudder's style is noted. The frontispiece is a portrait of Washington. (Houghton, Mifflin & Co., Boston. 30 cents.)

## Literary Notes.

The Messrs Crowell announce a new popular edition, with illustrations, of *The Narrative of Captain Coignet, Soldier of the Empire*.

J. B. Lippincott Company are about ready to issue the memoirs of Gen. James Longstreet.

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The Great Teacher said that "a tree is known by its fruits;" so is an educational institution known by the kind of graduates it turns out. The prominent positions held by the graduates of the New England Conservatory of Music, Boston, is evidence that the training there is of a high quality. An illustrated calendar giving full information will be sent free.

The summer Latin school of Drake university, Des Moines, Ia. (fifth annual session), will be held from June 24 to Aug. 23. The length of the term and the concentration of attention on a single subject enable the students to make great progress. Address C. O. Denny, professor of Latin.

Teachers who intend to attend the National Educational Convention at Denver would do well, before selecting their routes to write to any of the representatives of the Missouri Pacific railway (whose addresses are given in an advertisement in another column) for a copy of the recent publication, "St. Louis Through a Camera," which will be mailed free on application.

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For the meeting of the National Educational Association at Denver, Colo., in July, next, the Western trunk lines have named a rate of one standard fare, plus two dollars for the round trip. Variable routes will be permitted. Special side trips at reduced rates will be arranged for from Denver to all the principal points of interest throughout Colorado, and those desiring to extend the trip to California, Oregon, and Washington, will be accommodated at satisfactory rates. Teachers and others that desire, or intend attending this meeting or of making a Western trip this summer, will find this their opportunity. The Chicago, Milwaukee & St. Paul Railway (first-class in every respect) will run through cars Chicago to Denver. For full particulars, write to or call on Geo. H. Heafford, General Passenger and Ticket Agent, Chicago, Ill.

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## Literary Notes.

The latest success of the London literary season seems to be *The Gods, Some Mortals, and Lord Wickenham*, the new novel by John Oliver Hobbes. G. W. Smalley devotes much space to this novel in a recent cable dispatch, and he declares that the author has secured permanent fame.

*Eureka Students and Other Poems*, is the title of a volume of poems by Edward Doyle, editor of the *Uptown Visitor*, 2088 Lexington avenue, N. Y. In speaking of a former collection of poems *The Independent* said: "If one did not know that he is blind, one would be amazed at the strange contrasts, lapses, limitations and peculiarity of Mr. Doyle's work. Taking this misfortune into consideration, the conclusion is forced at once that here is a talent of high order working its way through the dark, and 'remembering the light.'"

*Hygiene and Physical Culture for Women*, by Dr. Anna M. Galbraith, is published by Dodd, Mead & Co.

*Pleasure Cycling*, by Henry Clyde, is an illustrated volume attractively produced by Little, Brown & Co., Boston, and *The Cause of Hard Times*, an essay by Uriel H. Crocker, is from the same publishers.

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The Appletons publish *The Cat*, a guide to the classification and varieties of cats, and a short treatise upon their care, diseases, and treatment, by Dr. Rush Shippen Huidekoper. The little volume contains thirty illustrations.

Science brought down to common comprehension is the key-note of the work of Sir Robert Ball, and it is good to learn that his studies in popular astronomy are continued by the Lippincotts in a volume to be called *The Great Astronomers*. These are: Ptolemy, Copernicus, Tycho-Brahe, Galileo, Kepler, Horrox Huyghens Newton, Flamsteed, Halley, Bradley, John Herschel, William Herschel, Laplace, Rosse Hamilton, Adams, and Schwabe.

### Magazines.

In the June number of the *Forum* Mr. Harvey, the author of *Coin's Financial School*, compresses his argument for silver contained in that book into an article which he calls "The Free Silver Argument." This argument is answered directly, statement by statement, by the Hon. John DeWitt Warner, a member of the coinage committee of the house of representatives, and a leading spirit of the New York Reform Club. Another feature of the number is a group of three educational articles. These are "A Rational Correlation of School Studies," by Dr. J. M. Rice; "An American Educational System in Fact," by E. P. Powell, which is an explanation of the advantages of state control of universities; and a thorough examination of the management of their finances by our universities and colleges, by Pres. Charles F. Thwing, of the Western Reserve university.

The June *Atlantic* contains installments of the two leading serials by Mrs. Ward and Gilbert Parker, also a short story of frontier garrison life by Ellen Mackubin entitled "Kosita." Lafcadio Hearn contributes a delightful paper entitled "In the Twilight of the Gods," which, with Mary Stockton Hunter's poem, "A Japanese Sword Song," gives this issue a distinct flavor of the Orient. Percival Lowell continues his readable papers, upon Mars. Other important features are "Reminiscences of Christina Rossetti," by William Sharp, the completion of "A Week on Walden's Ridge," by Bradford Torrey, and "Vocal Culture in its Relation to Literary Culture," by Hiram Corson.

A notable article entitled "The Discovery of Glacier Bay," in *The Century* for June is the record which that magazine has induced John Muir to make of his discovery of the great Alaska glaciers. It seems strange considering the present accessibility of this region, that it was not until the latter part of 1879 that these glaciers were known to civilization. The largest of them and the largest glacier in the world, bears the name of its discoverer. Mr. Muir's narrative has all his characteristic picturesqueness and feeling for nature, and contains a description of a morning scene on the Muir Glacier which is a remarkable piece of descriptive literature. The article is illustrated by an engraving of Thomas Hill's painting of the Muir Glacier made for the explorer and by drawings by John A. Fraser after sketches made by Mr. Muir in the course of his tireless investigation of this wonderful region.

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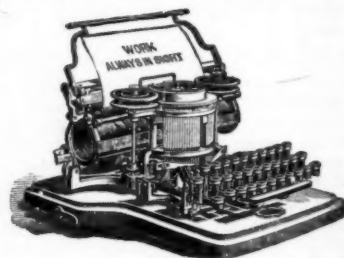
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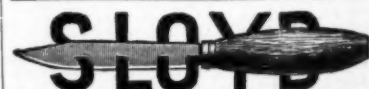
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